



Millbrook Elementary

255 East Pine Log Road
Aiken, South Carolina

Grades	PK-5 Elementary School	
Enrollment	677 Students	
Principal	Denise Huff	803-641-0291
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Excellent	Good
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

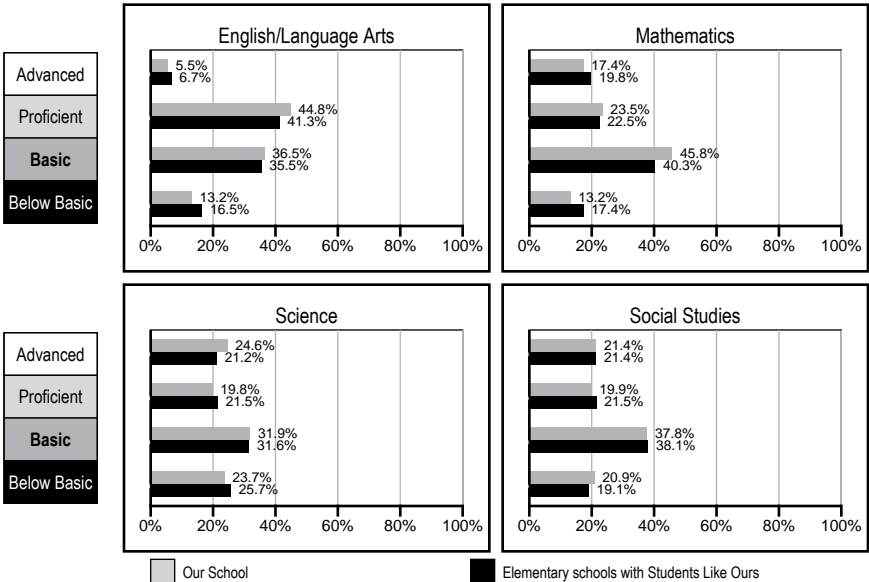
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	22	58	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=677)				
First graders who attended full-day kindergarten	75.4%	Up from 75.0%	100.0%	100.0%
Retention rate	3.9%	Down from 5.7%	2.1%	2.3%
Attendance rate	96.4%	No Change	96.4%	96.3%
Eligible for gifted and talented	16.6%	Down from 19.5%	12.6%	10.4%
With disabilities other than speech	5.6%	Up from 3.3%	7.6%	7.5%
Older than usual for grade	1.6%	Up from 1.3%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	44.4%	Up from 34.9%	56.0%	56.7%
Continuing contract teachers	77.8%	Down from 79.1%	77.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.7%	Up from 89.5%	88.2%	86.4%
Teacher attendance rate	95.6%	Up from 94.8%	94.9%	94.9%
Average teacher salary	\$45,484	Up 3.3%	\$45,414	\$45,345
Professional development days/teacher	8.5 days	Down from 8.9 days	12.1 days	12.6 days
School				
Principal's years at school	0.0	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 21.2 to 1	19.0 to 1	18.5 to 1
Prime instructional time	91.5%	Up from 90.4%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,931	Up 5.7%	\$6,448	\$7,052
Percent of expenditures for instruction*	75.6%	Up from 74.5%	69.9%	69.1%
Percent of expenditures for teacher salaries*	71.1%	Up from 69.2%	65.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

All instructional staff members analyzed PACT scores by grade and student for achievement made by previous students and weaknesses of newly placed students for 2007-2008. PACT analysis served as just one piece of information for planning instruction and providing individual student assistance. Pre-tests were given before major units were taught and MAP testing was put in place districtwide. We were able to keep classroom sizes in 4th and 5th grade at 20 per room again and also employed a Reading Specialist to work daily with our kindergarteners and first graders lacking basic language and reading readiness skills. Afterschool tutoring continued to be offered and a grant source funded an afterschool homework club for 2nd and 3rd graders lacking studying skills.

Our focus on parent-student activity programs and our parenting opportunities continued. Teachers taught model lessons to emphasize the level of mastery needed to meet grade level standards. A wide variety of activities were planned for parents to complete with their children at school. Other events focused on bringing in community resources to make parents aware of opportunities for involvement in activities hosted by various business and civic groups.

Our school provides many ways of notification to parents and the community. We utilize both the front and back marquis to advertise upcoming events and for offering congratulations. We send home handbooks, monthly calendars, bi-monthly school newsletters, fliers, and PTA newsletters. We invite all parents to attend our School Improvement Council meetings and Title Planning meetings. We take the opportunity to send two interim reports each nine weeks, as well as specific reports for each grade level so that parents are apprised of very close grade averages, work habits, and effort in all areas of the curriculum. Agenda books are used daily as a means to record make up work to be done, daily homework, and notes back and forth from home and school. Letters are mailed to parents at mid-year to notify them of academic concerns. Conferences, email, and phone conferences keep parents and teachers up-to-date. We maintain a very close link with our local news providers to showcase our achievement and activities. Good news is shared at School Board meetings and at our parent meetings. The State Report Card sent home in Fall 2007 showed parents, business partners, and involved community members that we met Adequate Yearly Progress and continued for the second year to maintain an overall Good rating despite stringent requirements for improvement. We continue to celebrate our Palmetto Gold status earned until the past two school years. We received a fifth Closing the GAP award from the Education Oversight Committee, proving that our focus on individuals is effective.

Our construction project that was just completed was our only roadblock this year. We lost access to much needed outdoor Physical Activity areas. With eleven new classrooms designed to meet our technology needs and a large cafeteria with a stage area, our staff will be able to provide new activities and gain back outdoor space.

Dr. Karen Blanset, Principal
Susan King, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	107	64
Percent satisfied with learning environment	75.6%	79.4%	79.0%
Percent satisfied with social and physical environment	78.3%	73.3%	74.6%
Percent satisfied with school-home relations	77.3%	87.9%	79.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	333	99.1	12.3	37	45.1	5.5	64.3	49.8	48.2	Yes	Yes
Gender											
Male	161	100	15.9	38.4	42.4	3.3	58.9	43.8	41.7	N/A	N/A
Female	172	98.3	8.9	35.7	47.8	7.6	69.4	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	190	99	5.7	30.9	56	7.4	74.9	59.8	60	Yes	Yes
African American	120	99.2	22.8	45.6	28.1	3.5	48.2	33.8	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	19	100	12.5	43.8	43.8	0	62.5	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	31	96.8	50	26.9	23.1	0	23.1	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	12.5	50	37.5	0	50	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	157	98.7	20.8	46.5	29.9	2.8	49.3	35.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	333	99.7	13.2	45.8	23.5	17.4	52.9	46.9	45.8	Yes	Yes
Gender											
Male	161	100	13.9	38.4	25.2	22.5	57	47.9	45.6	N/A	N/A
Female	172	99.4	12.6	52.8	22	12.6	49.1	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	190	99.5	6.8	38.6	30.1	24.4	65.9	57.2	59	Yes	Yes
African American	120	100	23.5	58.3	11.3	7	30.4	29.7	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	19	100	12.5	43.8	31.3	12.5	62.5	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	31	96.8	61.5	30.8	3.8	3.8	15.4	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	12.5	50	25	12.5	56.3	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	157	99.4	22.8	55.9	15.2	6.2	32.4	32.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	219	99.5	23.7	31.9	19.8	24.6	44.4	34.1	35.7	96.4	95.9
Gender											
Male	108	100	20.4	28.2	20.4	31.1	51.5	36.6	37.4	96.2	95.8
Female	111	99.1	26.9	35.6	19.2	18.3	37.5	31.3	33.8	96.7	96.1
Racial/Ethnic Group											
White	124	99.2	12	26.5	26.5	35	61.5	45.2	49.2	96.4	95.9
African American	77	100	45.3	37.3	6.7	10.7	17.3	16.4	17	96.5	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	94.3	97.6
Hispanic	16	100	7.1	42.9	35.7	14.3	50	24	24.9	96.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	93.4	95.8
Disability Status											
Disabled	22	95.5	77.8	5.6	16.7	0	16.7	12.8	14	95.4	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	15	100	8.3	50	33.3	8.3	41.7	28	24.4	97.2	96.5
Socio-Economic Status											
Subsided meals	105	99.1	36.4	40.4	13.1	10.1	23.2	20.4	21.1	95.9	95.2

Social Studies

All Students	219	99.1	20.5	38	20	21.5	41.5	30.3	34	96.4	95.9
Gender											
Male	99	99	18.9	35.6	17.8	27.8	45.6	33.8	36.6	96.2	95.8
Female	120	99.2	21.8	40	21.8	16.4	38.2	26.5	31.3	96.7	96.1
Racial/Ethnic Group											
White	125	99.2	10.7	30.4	27.7	31.3	58.9	38.6	44.5	96.4	95.9
African American	83	98.8	34.2	48.1	11.4	6.3	17.7	17	19.1	96.5	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	94.3	97.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	96.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	93.4	95.8
Disability Status											
Disabled	22	95.5	55.6	38.9	5.6	0	5.6	10.7	14.4	95.4	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	97.2	96.5
Socio-Economic Status											
Subsided meals	102	98	33	40.7	17.6	8.8	26.4	18.6	21	95.9	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	96	97.9	4.5	29.2	58.4	7.9	66.3
	4	116	99.1	6.5	48.1	44.4	0.9	45.4
	5	110	100	8.7	48.5	41.7	1	42.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	115	99.1	5.7	29.5	56.2	8.6	64.8
	4	105	98.1	14.4	33	45.4	7.2	52.6
	5	113	100	17	48.1	34	0.9	34.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	96	100	12.2	42.2	32.2	13.3	45.6
	4	116	100	9.2	44	26.6	20.2	46.8
	5	110	100	12.6	38.8	22.3	26.2	48.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	115	100	11.3	52.8	18.9	17	35.8
	4	105	99.1	14.3	33.7	29.6	22.4	52
	5	113	100	14.2	50	22.6	13.2	35.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	47	100	26.2	40.5	23.8	9.5	33.3
	4	116	100	22.9	32.1	26.6	18.3	45
	5	58	100	18.2	23.6	20	38.2	58.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	16.4	36.4	23.6	23.6	47.3
	4	105	99.1	28.6	25.5	22.4	23.5	45.9
	5	56	100	22.2	38.9	11.1	27.8	38.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	50	100	2.1	44.7	36.2	17	53.2
	4	116	100	13.8	36.7	19.3	30.3	49.5
	5	52	100	14.6	35.4	22.9	27.1	50
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	15.7	45.1	17.6	21.6	39.2
	4	104	98.1	17.5	38.1	21.6	22.7	44.3
	5	57	100	30.8	30.8	19.2	19.2	38.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample